

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Kristin Lynn Ashley

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Howard Elementary School

(As it should appear in the official records)

School Mailing Address 631 West Idlewild Court

(If address is P.O. Box, also include street address.)

City Green Bay State WI Zip Code+4 (9 digits total) 54303-6566

County Brown County State School Code Number* 26040060

Telephone 920-662-9700 Fax 920-662-9750

Web site/URL http://howardhssd.weebly.com E-mail vickie.dassler@johnboscoschool.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Damian LaCroix E-mail: damilacr@hssd.k12.wi.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Howard Suamico School District Tel. 920-662-7878

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Mark Ashley
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 6 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 8 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
 - ☐ Suburban with characteristics typical of an urban area
 - ☒ Suburban
 - ☐ Small city or town in a rural area
 - ☐ Rural
3. 14 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	31	35	66
1	25	29	54
2	27	27	54
3	29	40	69
4	22	28	50
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	134	159	293

5. Racial/ethnic composition of the school:
- 5 % American Indian or Alaska Native
 - 7 % Asian
 - 9 % Black or African American
 - 5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 74 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 17%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	17
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	34
(3) Total of all transferred students [sum of rows (1) and (2)]	51
(4) Total number of students in the school as of October 1	293
(5) Total transferred students in row (3) divided by total students in row (4)	0.174
(6) Amount in row (5) multiplied by 100	17

7. English Language Learners (ELL) in the school: 15 %
44 Total number ELL
 Number of non-English languages represented: 6
 Specify non-English languages: Arabic, Hmong, Mandarin Chinese, Russian, Somali, Spanish
8. Students eligible for free/reduced-priced meals: 48 %
 Total number students who qualify: 141

Information for Public Schools Only - Data Provided by the State

The state has reported that 58 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 16 %
48 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>8</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>27</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>4</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	15
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	96%	96%	96%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: The Howard Elementary Learning Community mission is to guide, support, and challenge lifelong learners.

PART III – SUMMARY

Opening in fall of 1955, Howard Elementary replaced a two room school house on Duck Creek in the village of Howard, Wisconsin. Dick and Jane basal readers were being used and teachers were hand writing report cards on manila card stock. Blue collar families were moving to the suburbs as they purchased their first homes. Family oriented, with a strong focus on their children, parents became committed to the community, their children's well-being and education. Six decades later, turning the pages of time, a community exists that is now more transient in multi-family dwellings. Non-traditional families, social issues, higher poverty, language barriers and ethnic diversity are now a part of the community and student population.

Howard Elementary School keeps the students grounded emotionally, is a constant in their lives, and has been the social connection for many new families. Staff embraces the cultural diversity and differences that we have, and believe those differences provide an opportunity, along with high expectations, to prepare students for a diversified and constantly changing world. As a staff we have developed into a data driven, relational culture focused on continued growth, maximized student contact time, and meaningful, supportive relationships with students, families, and one another. We feel all students can and will learn. Our students continue to exceed their full potential academically as evidenced by continued increased achievement in literacy and math.

As literacy is the priority, we integrate a comprehensive literacy program throughout the curriculum. Reading, writing, listening, and speaking are woven into all curricular areas. Students are prepared to be productive citizens and lifelong learners. Students are motivated to excel in higher-level thinking, to exceed proficiency on grade level standards and other learning targets. Howard Elementary's success follows our district's mission of "working together with families and community to ensure our students have the knowledge and skills to succeed in a changing world." Our high achievement is attributed to Howard's mission: "to guide, support and challenge lifelong learners." Embracing these principles enables us to maintain an ongoing focus on differentiated instruction. All staff members have an ongoing "Commitment to Excellence" in their area of specialty, demonstrated by their own lifelong learning and on-going professional development.

The "Keep Them Warm - Keep Them Reading" program has been a nurturing tradition for the past seven years. The program promotes students wearing sweatshirts on the 20th of each month. These sweatshirts have a "20" on the front promoting 20 minutes of reading each evening and a phrase on the back "Read to Me". These sweatshirts also provide warmth during our cold winters. Book distributions take place three times a year to ensure all students have home libraries. Parent involvement in a variety of capacities is a foundational tradition provided for our families. They are supportive of our annual events financially and with their attendance. Annual events promoted through our Building Literacy Team, such as Barnes & Noble Family Reading Night, Letters to Veterans, and Fall into Reading Night, all encourage a love of reading, and writing within our family community.

Children delight in singing our school song as a tradition at the end of our school wide assemblies. Student Council's beloved traditions include our Book Brunch in celebration of Dr. Seuss' Birthday, Special Person's Day, and the Last Twenty-six Days of School Activities. The Multiple Sclerosis Walk, Food Pantry Drive, and Give a Kid a Book campaign, teach our students the power of giving back to others.

In 2004, the district made a decision to move from half day kindergarten programming to full day. This milestone was a welcome opportunity for us to fully engage students in an emotionally supportive, socially engaging curriculum focusing on emergent reading and math skills through creative play. The foundation of student development (emotional, social, cultural, physical, and academic) was strengthened with the full day programming.

In spring of 2008, the staff, parents and community began a systematic process for developing a refined vision, resetting priorities and defining a more effective school organization and governing structure. After a year-long endeavor involving much reflection and a comprehensive needs assessment, the state accepted

our changes and we moved from a targeted Title I building to school wide programming beginning in fall of 2009. This milestone was paramount, as we were now able to service all of our students and grow capacity with all of our teachers, as we were all teachers of literacy.

Richard DuFours four corollary questions provide the guide in our quest to have students exceed their potential academically, socially, emotionally, physically and culturally. What is it we expect students to learn? (Goals and Expectations) How will we know if our students are learning? (Assessment) How will we respond when students don't learn? (Intervention) How will we respond when students have learned? (Celebrations/Enrichment). We as a team create the conditions for students to be successful - a team working interdependently with one another toward a goal. The goal holds us mutually accountable and is a collective effort on behalf of students.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

“Learners will work harder and learn better, and what they learn will mean more to them, if they are discovering their own ideas, asking their own questions and fighting hard to answer them for themselves.” Bloomer et al. 1992, 16.

Our core curriculum at Howard Elementary is based on the Wisconsin Common Core State Standards, “Model Academic Standards,” and our district learning standards. These standards are for all students and are based on scientific research on student learning, as well as what is known about the need to prepare students for college and career readiness and learning for the 21st century. Students who are performing below grade level - receive a specified double or triple dose of instruction by support teachers in the academic area needed. Students who are above grade level have enrichment opportunities.

The core of the reading curriculum is to provide scaffolding for each student, enabling them to learn at their reading level and become competent readers. Comprehensive literacy provides the foundation for reading instruction. Consistency in strategic reading and comprehension is built through the grade levels through explicit word-solving strategies in the primary and progressing to higher-level comprehension strategies in the upper grades. Stuffed animals are used as a tool to actively engage and help students remember these important strategies, such as “stretchy snake” to stretch out the sounds and “wise old owl” to think what would make sense. Anchor charts are designed and created by students and classroom teachers and are posted for clear, visual classroom expectations for reading. Responsive, individualized, and personalized instruction for all ensures skills are mastered and appropriate for all abilities and levels, with intensive intervention provided as needed.

The core of the language arts curriculum is writing. The focus is on teaching the writer through a workshop approach. We actively celebrate our writers and their important work, as evidenced in the monthly writer’s luncheon with the principal. Teachers scaffold instruction to guide students through the entire writing process. Our writers grow through independent and peer editing, revising and rewriting in a collaborative learning environment which includes an authentic purpose and audience. For example, students learn from each other while showcasing their work in our author’s chair. Based on the CCSS, writers embed skills and content into informational, persuasive, and narrative pieces, along with writing for enjoyment and community, such as our letters to veterans. At Howard, reading and writing are intertwined as the foundation for student success.

The core of the mathematics curriculum is based on the premise of spiraling the curriculum. In other words, skills are continually revisited on a regular basis rather than mastered and forgotten. Cognitively guided instruction (“inquiry based”) allows students to discover a strategy that best meets their individual cognitive level, while teachers continuously guide students to find the most sophisticated method. This high engagement instruction allows students to represent solutions to mathematical situations and use “math talk” to explain their reasoning. Curricula focuses on understanding our four main strands: number relationships, geometry, computations, and problem solving. Students are required to communicate solutions to problems in written and oral work, use estimation strategies to solve problems, measure and construct geometric figures, and use a variety of tools and manipulatives to collect, organize, and graph data.

The core of the social studies curriculum includes engaging students through project based learning to acquire the knowledge, skills, attitudes and competencies necessary to become responsible family members and citizens. Project based learning focuses on exploring real world problems and challenges which helps students acquire a deeper knowledge that lends itself to the content and learning standards. An example would be the students studying the immigration of their ancestors and the challenges they faced coming to America. We want our students to recognize societal problems, ask good questions and develop robust investigations into them, consider possible solutions and consequences, separate evidence based claims from parochial opinions, and communicate and act upon what they learn.

The core of the science curriculum is taught through project based learning and the application of STEM (science, technology, engineering and math). The science curriculum begins with understanding the nature of scientific inquiry grouped in four domains: life, physical, earth/space and engineering and builds on more complex curriculum as students progress through the grades. Students are encouraged to answer complex questions, investigate global issues, solve real world problems, and meet real world challenges while engaging in meaningful, purposeful, and relevant hands-on inquiry-based and/or project-based learning experiences.

2. Other Curriculum Areas:

Howard Elementary's arts program integrates specific skills in each area while complimenting content from various curricular areas. Learning about people, places, ideas and the language of art and applying this to daily life is what arts education is all about. Thinking deeply, creatively, and critically enables students to connect their knowledge to their daily activities and local and worldwide communities.

At Howard, the art classroom has been replaced with the vision and feel of an actual art studio, a workshop. It is a lively place with activity, laughter, and art production at all levels. It is an atmosphere open to the learner. Visual literacy, math, science, history, technology, and other creative disciplines are embedded into the curriculum so the student will complete school with an expansive base of knowledge found within this creative atmosphere. Students are introduced to the basic understanding of the elements and principles of design, color theory, art history, and art production which help the young learner produce art at a high level. Painting, drawing, printmaking, sculpting, technology and mixed media cover a wide spectrum that all kindergarten through fourth grade students experience, one time per week for forty five minutes. The concept is to create a visual idea and the learner will then solve using tools of the visual discipline.

In music, kindergarten through fourth grade students meet twice per week for thirty minute classes. Each grade level incorporates multi-faceted learning including aural, visual, and kinesthetic. Students learn a wide range of music literacy and performance skills enhanced through the use of the Kodaly and Orff-Schulwerk Methods. Kodaly methods provide opportunities for gaining musical literacy skills and experience with folk songs, chant, games and literature. These literacy skills and experiences help make connections to general curriculum, especially at the beginning reading levels. Students are given weekly opportunities to extend basic knowledge of these concepts into higher level performances; for example taking a basic chant and correlating its syllabic or rhythmic feel to a percussion instrument or visualizing the upward melodic contour of a song by performing the melody on a xylophone. Performance at school wide concerts provides exposure to the community and builds student confidence to present or share an idea or song.

Three times per week for thirty minutes, students in kindergarten through fourth grade have the opportunity to be involved in a physical education program which focuses on the acquisition of lifetime skills and activities across several physical disciplines. All the students enjoy the physical activities for the pleasure experienced from simply moving. Instruction in the primary grades begins with the basic knowledge of movement in isolation. Mastering the movement the students apply the skill in a variety of games and activities. It is here that they gain confidence in the application of the skill and develop the concept of teamwork, cooperation and perseverance. Healthy choices and health education concepts are continuously integrated helping students to understand their personal role in ensuring a healthy lifestyle. Staff has been supportive of school wide initiatives and events that promote healthy eating and increased physical exercise including: Movin' and Munchin' School grants from the Wisconsin Department of Public Instruction, Jump Rope for Heart sponsored by American Heart Association, and Punt, Pass and Kick sponsored by the National Football League.

For Howard Elementary, the use of technology is not an isolated skill, but is taught within an integrated curriculum and is used as a "tool" among others to facilitate high engagement, student learning and academic achievement. Laptops and iPads are used in various student/device ratios throughout the school in literacy, math, science, social studies and the fine arts.

3. Instructional Methods and Interventions:

Recognizing that all students learn in different ways, staff approach instruction with a multi-faceted philosophy incorporating several approaches, methods and interventions to support the students' growth. Staff identify students early, based on data and what they know about them to provide support before the gap becomes too large. They ensure students get the personalized, quality first teaching when they need it most. The comprehensive instructional framework promotes a balanced approach and the gradual release of responsibility model. It is rooted in theory and practice that underpins all effective instruction, and is heavily dependent upon teacher decision-making that is responsive to students' needs. The instructional approaches provide a range of support in all of our classrooms. The framework consists of three stages. The first is universal or core classroom instruction which is delivered through an interdisciplinary approach that promotes shared responsibility for students' development. At the selected level, classroom based intervention is provided for students identified with difficulties who are not making adequate progress within the universal curriculum. Targeted response requires intensive intervention for students with extreme difficulties who have not responded to the universal curriculum or selected interventions.

For example, in literacy, a student at Howard Elementary begins his journey listening to the teacher reading aloud a variety of texts and genres. Through mini-lessons he sees writing modeled and reading strategies and skills utilized. Teacher think alouds make the process visual for him. Based on individual assessments the teacher guides him through appropriately leveled texts. Small group skill and strategy instruction is responsive to his needs. Specific language is used to teach, prompt, and reinforce while he whisper reads the text, and comprehension conversations ensure he understands and applies higher level thinking skills. Writing growth is also guided for him and appropriate for his instructional level. He focuses on goals by independently reading self-selected and teacher-selected texts, working with words, listening to reading, and collaborating with others. The enjoyment of reading is highlighted with the variety of genres presented to reach his interests. Writing is realistic for a range of tasks, purposes, and audiences. Writing and reading are integrated with content knowledge, so he can synthesize, analyze and apply content. Lastly, a continuum of services of intensity and duration ensure optimal growth for him. Should he require additional support: English as a second language, Title I, speech/language, gifted/ talented and special education services further meet the individual learning needs of students in a fluid and highly coordinated manner.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Evidence of positive performance trends is shown in the overall student reading performance with substantial gains in the growth of proficient and advanced levels from 42% to 59% over the past five years. Overall math performance show us holding steady around 65%.

Our strongest sub group gains have been in the free/reduced category growing from overall reading at 26% to 49% and overall math at 49% to 55%. The percent of fourth grade students scoring advanced in math increased from 20% to 25% while the percent of fourth grade students receiving free/reduced lunch scoring proficient or advanced in math increased from 62% to 71% indicating strong growth. Third grade reading percent proficient and advanced indicates continued growth due to stronger foundational support in grades K through second with an increase from 36% to 55% over a five year period, while the third grade free and reduced subgroup increased from 23% to 39% proficient or advanced.

Howard's performance over the past five years has continued to increase. Since state report cards have become available, staff/students improved from Meets Expectations in year one, Exceeds Expectations in year two, and Significantly Exceeds Expectations in year three. Howard's subgroup populations continue to increase their achievement contributing to overall performance. While looking at trends and overall growth is beneficial, it is the detailed synthesis of individual data guiding staff to purposeful instruction resulting in student learning.

Consistent gains are due to growing the capacity of the teachers and building the relationship with the student. Staff believe in building collective capacity for improvement at Howard. Empowering teachers and all who work with them allows them the opportunity to learn and better understand how to enhance their practices and increase their impact with students. This is about self-reflection and self-improvement through an ongoing process of professional reflection and inquiry.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

“Purposeful assessment drives instruction and affects learning.” State of Wisconsin

At Howard Elementary, assessment data is an integral part of teaching and learning. Purposeful assessment helps teachers and students understand where they have been, where they are, and where they might go next. No one assessment can provide sufficient information to plan for teaching and learning. Using different types of assessments results in useful information about student understanding and progress. Educators at Howard use this information to guide their own practice and to reflect on learning and set future goals with students and families.

Summative data includes: PALS (Phonological Awareness Literacy Screener), MAP (Measures of Academic Progress), WKCE (Wisconsin Knowledge and Concepts Exam), and 21st Century Skills Assessment. Formative data includes: running records, sound/letter identification, rhyming, home environment, attendance, behavior, and anecdotal information.

Baseline data on all students is completed in September. Information is entered on a student data grid and placed on the data wall. Data is color coded on proficiencies and growth, and tracked over time. Staff look for trends and gains in learning for students for whom we have historical data. Each student is placed in an appropriate, flexible group in the various academic areas to maximize skills and knowledge. Instruction is designed based on those diversified groups and data, and student progress is tracked. Systematic analysis of data occurs at benchmarked times throughout the year and during PLC time each week. Synthesis is done to identify trends, strengths and weaknesses in instruction, student and teacher growth, and gaps among subgroups, as well as to create school improvement goals with action steps.

Progress is communicated to students weekly and to parents several times per year. Our community has access to our achievement data on our school's report card accessed through the Wisconsin Department of Public Instruction website and our own school website.

Part VI School Support

1. School Climate/Culture

“Every child deserves a champion: an adult who will never give up on them, and insists they become the best they can possibly be.” Rita Pierson

This quote is posted throughout Howard and is embedded in our hearts. Staff believe it, share it and live it. Many students have emotional and social needs. Staff build relationships with them to connect with their needs and assure them that they care about them. Every student is valued as a unique individual, able to be themselves, express their hopes and expectations, and to be acknowledged as having been heard, understood and appreciated.

“Happy to see you today, Neshoba.” “Lucy, how was your evening last night?” “How is that new puppy Toby?” are questions staff might ask as they greet students. When they understand what each student brings to school, they provide the support to have them feel welcomed, safe, connected, and ready to learn.

Character Camp on the first day of school teaches/sets expectations of behavior in school and in society. Behavior expectations and acceptable practices are reinforced throughout the first month and again after a long weekend or school break. Staff are consistent in vocabulary, communication, and follow-through. Celebrations occur monthly to acknowledge expectations met and goals attained. These basic expectations support academic achievement. Students write down their personal goals to meet both behavioral and academic expectations and how to reach them. Staff college banners and diplomas and the experience of Career Day help assure students they can set and achieve challenging goals.

Staff build positive, caring relationships with students and start by sharing their lives, humanity and imperfections. They take part in student activities, attend events and know student interests. They are passionate about student success, teaching is not just a job. They “do whatever it takes” to enable students to be a success. Everyone focuses on finding the best way each child can succeed. Staff collaborates, brainstorms ideas, implements, evaluates results and adapts the journey toward success for each student. Student success is staff's motivation to feel valued at Howard.

Care and concern for teachers is evident throughout the district but there is a different aura here. This aura is not only an impression or atmosphere but an encompassing envelope of warmth and camaraderie that surrounds each staff member at Howard. Focused, individualized investment in ALL builds the courage and optimism for both staff and students to better themselves and to succeed.

2. Engaging Families and Community

Howard's Sneak Peek reading assessment at the end of August has a dual purpose: to design instruction for the student and to meet one on one with families to talk about their student and family. This focused time begins the relationship that is needed for our students to be successful. Often parents who are reluctant to come into school have not had a good experience when they were going to school. Staff bridge that by having a more individualized, first time meeting with them and their child's teacher. They talk with them about any concerns/questions that they might have and share with them how vital the partnership is and the role they play in the development of their children.

Staff have additional, purposeful meetings that encourage the involvement of parents in their child's development. Our ESL (English as a Second Language) team offers family information evenings each month involving communication about student academics, social needs, community resources and many other topics. Fall Into Reading Night has parents engaged in the reading strategies students are learning in their classrooms. These strategies are taught to parents so that purposeful help can be provided in the home setting. Other family activities include: Family Fitness Night, Science Guy presentation, Family Spring Dance, Potluck Diversity Dinner, Conferences, Barnes & Noble Family Reading Night and Open House. If

dinner, a snack or free books are offered there is a better turnout. Parents are also more willing participants if we weave information about the topic in a fun and engaging way.

Howard has strong community support; receiving grants to support programming, and volunteers who come on a weekly basis to provide literacy support in each classroom. Grants from various stores, foundations, churches and clubs contribute to the purchase of robotics materials, iPads, “20” sweatshirts, snacks, field trip expenses and the “Backpack” program (sending food home to families). There are also some charity organizations that have provided warm clothing, quilts, and hygiene items. The literacy volunteers/coaches provide one on one support to not only the most in need readers but also those that need enrichment support. Trained by literacy/title specialists, at the beginning of the year on reading strategies, volunteers begin providing support the first week of school. As adults they also cultivate a relationship with the students, giving them inspiration and confidence.

3. Professional Development

“High quality instruction and student achievement depend on well-educated, thoughtful teachers and administrators who have the support they need to grow professionally” Idea Books, Helping Hispanic Students Reach High Academic Standards, U.S. Department of Education, September 2000.

The improvement of instruction and student learning is the most important goal at Howard. Staff receives staff development in a climate of collegial respect and trust, believing it needs to be constructive and continuous for professional growth. Therefore, the principal and all staff participate in professional development sessions together. They do not learn in isolation, because together they can practice their skills, refine, and reflect on them to improve student learning. Working together as a professional learning community, they have grown professionally and in turn, improved their students’ learning.

All teachers at Howard Elementary participate in a week long “Frameworks of Literacy” training when they are hired. A high value is also placed on a teacher’s ability to make real connections to the students, and have at least an understanding of the effects of poverty, as relationships are a foundation of the school. This intentional hiring process lays the foundation for success at Howard.

Strong programming, every month, is grounded in building-wide professional development time which is provided during bi-monthly staff development meetings. Supporting district initiatives in peer coaching, Digital Transformation and 21st Century Skills, along with the building needs, has lent itself to a purposeful, systematic approach designed to keep things personal and focused. Some past year long topics have included:

Personalized Learning, Writing Foundations - Getting Personal with Writing & the Digital Transformation – Schoology,
Practical Literacy - Schoology/Technology Integrated,
Falling in Love with Close Reading,
RtI Introductions (Tiers),
Inter-rater Reliability - Running Records Consistency & Best Practices,
The Daily Five - Fostering Independence in the Elementary Grades,
PBIS (Positive Behavior Intervention and Supports) and
Common Core Standards Introduction - The Big Shifts & Content Literacy Strategies.

The principal, literacy specialist, technology integration specialist, counselor and classroom teacher/leaders conduct staff development meetings based solely on research based practices during professional learning community meetings each week. Just-in-time staff development is also embedded during the school day, with various building leaders, and the principal supporting teachers directly in the classrooms in literacy, math, technology, classroom management and relationship development.

Staff surveys, formal feedback, and student data are used to be responsive and meet the various staff development, coaching, literacy, and technology needs in our school.

4. School Leadership

“Committed to Excellence”- Howard Elementary Staff

At Howard Elementary leadership is a collaborative, shared responsibility. All are responsible for student learning and their own professional growth. The principal evokes, nurtures and supports leadership in others, models and participates in collaborative practices, helps pose questions, and facilitates dialogue that address the issues of practice. Due to the leadership capacity, the learning and research becomes fused into professional practices. Staff reflect on their practices and have committed themselves to the district’s vision and beliefs. The principal and teachers participate together as mutual learners and leaders in data retreats, action research teams, vertical/horizontal professional learning communities, and learning-focused staff meetings. Shared vision has resulted in program coherence. Inquiry - based use of information guides the decisions. By generating shared knowledge, it has become the energy force of the school. Howard's positive school climate has continued to improve student achievement and the sense of belonging.

Other factors that are mediators of learning - empowerment, authentic engagement, self-efficacy and motivation - are present every day at Howard. Being intentional in practices and co-leading within a positive school climate have resulted in long term benefits for students and staff within a productive, safe learning environment. By tapping into the wealth of knowledge and skill sets of everyone in the school, there exists an engaging school climate. Shared leadership recognizes that not just a person in a formal leadership position has leadership capabilities, but also the quiet or reserved colleague that provides an overview summary on personalized learning, the custodian who makes sure fire drills are completed efficiently and effectively for safety, the team member that develops and leads activities so students are engaged and valued in the school, and the playground supervisor who models effective behavior choices. Staff believe they are stronger and better as a team than as individuals.

Service team leaders work directly with the principal focusing on climate, school morale, student achievement and hiring. Data retreat teams analyze data information and identify action steps for school improvement. Professional learning communities focus on individual student data and research based instructional practices. Task force members identify ways to improve procedural practices. Building literacy team members promote literacy engagements for students and families, best practices and action research. Mentors and coaches provide on-going support to colleagues on new initiatives and perfecting instructional practices. Plan, do, check, act is the cyclical process used to check effectiveness of anything implemented.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>WSAS</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient and above	55	66	71	50	59
Advanced	9	7	11	7	12
Number of students tested	44	56	45	42	58
Percent of total students tested	100	98	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	2	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	28	58	74	38	42
Advanced	6	9	9	0	6
Number of students tested	18	33	23	21	31
2. Students receiving Special Education					
Proficient and above	0	25	50	50	27
Advanced	0	0	0	0	0
Number of students tested	0	4	8	6	15
3. English Language Learner Students					
Proficient and above	20	50	0	50	44
Advanced	0	0	0	0	11
Number of students tested	5	6	1	0	9
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested	2	4	1	1	8
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested	1	6	1	2	5
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested	4	3	3	0	3

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					
Number of students tested	1	1	2	4	0
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested	0	0	0	0	0
9. White Students					
Proficient and above	58	69	74	51	60
Advanced	11	10	13	9	12
Number of students tested	36	42	38	35	42
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested	0	0	0	0	0
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>WSAS</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient and above	75	71	55	65	80
Advanced	25	16	11	5	20
Number of students tested	51	49	38	55	44
Percent of total students tested	98	100	95	98	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	2	2	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	71	66	57	52	62
Advanced	23	17	7	0	12
Number of students tested	31	29	14	29	16
2. Students receiving Special Education					
Proficient and above	38	36	67	31	50
Advanced	0	9	0	0	17
Number of students tested	8	11	3	13	6
3. English Language Learner Students					
Proficient and above	20	100	0	57	50
Advanced	0	0	0	0	0
Number of students tested	5	1	0	7	2
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested	4	1	1	3	2
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested	6	4	2	6	2
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested	2	3	0	4	0
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	2	3	0	1
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested	0	0	0	0	0
9. White Students					
Proficient and above	79	47	53	67	82
Advanced	28	15	9	7	23
Number of students tested	39	39	32	42	39
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested	0	0	0	0	0
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>WSAS</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient and above	55	57	38	36	36
Advanced	9	7	4	2	2
Number of students tested	44	56	45	42	58
Percent of total students tested	100	98	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	2	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	39	61	26	24	23
Advanced	0	3	4	0	0
Number of students tested	18	33	23	21	31
2. Students receiving Special Education					
Proficient and above	0	25	12	17	13
Advanced	0	0	0	0	0
Number of students tested	0	4	8	6	15
3. English Language Learner Students					
Proficient and above	0	50	0	0	0
Advanced	0	0	0	0	0
Number of students tested	5	6	1	0	9
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested	2	4	1	1	8
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested	1	6	1	2	5
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested	4	3	3	0	3
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	1	1	2	4	0
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested	0	0	0	0	0
9. White Students					
Proficient and above	61	57	42	37	43
Advanced	11	10	5	3	2
Number of students tested	36	42	38	35	42
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					0
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>WSAS</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient and above	63	51	32	40	50
Advanced	10	4	8	5	11
Number of students tested	51	49	38	55	44
Percent of total students tested	98	100	95	98	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	2	2	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	55	48	21	28	31
Advanced	3	0	0	3	6
Number of students tested	31	29	14	29	16
2. Students receiving Special Education					
Proficient and above	12	18	0	8	50
Advanced	0	0	0	8	17
Number of students tested	8	11	3	13	6
3. English Language Learner Students					
Proficient and above	20	0	0	14	0
Advanced	0	0	0	0	0
Number of students tested	5	1	0	7	2
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested	4	1	1	3	2
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested	6	4	2	6	2
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested	2	3	0	4	0
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	2	3	0	1
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested	0	0	0	0	0
9. White Students					
Proficient and above	64	51	34	40	54
Advanced	10	5	6	5	13
Number of students tested	39	39	32	42	39
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested	0	0	0	0	0
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: